

TWYDALL PRIMARY SCHOOL

**MINUTES OF SCHOOL IMPROVEMENT MEETING**  
**7<sup>th</sup> MARCH 2019 6.00PM**

<b>Present:</b>	Catherine Logan Steve Nathan (Acting Chair) Samantha Banaghan Gemma Simpson Mick Horton	Headteacher Co-opted Governor Parent Governor Staff Governor (guest) Co-opted Governor
<b>In attendance:</b>	Simon Decker Casey Collyer Jack Allen	CEO RMET Clerk Deputy Headteacher

Item	Main discussions and agreed actions	Action by/ when
1	<b>Welcome and apologies:</b> The Chair welcomed everyone to the meeting, Due notice had been given and the meeting was quorate. Apologies had been received and accepted from A Richardson (away with work) and the Chair welcomed S Banaghan to the committee.	
2	<b>Declarations of interest and code of conduct</b>	
	2.2 There were none noted	
3	<b>The previous meeting had been cancelled (Oct) so there were no minutes to review</b>	
4	<b>Matters arising (not covered by the agenda) n/a</b>	
5	<b>Curriculum reports(copy circulated with papers and filed with minutes)</b>	
	5.1 ICT- The Headteacher (HT) presented her report and top line highlights were that there had been external help provided by an ICT teacher from RMGS. The key issue regarding logins had been resolved. She was pleased to report children were engaged in ICT and e-safety week had been completed. <b>Governors asked how does ICT linked into the curriculum?</b> The HT advised that ICT was a standalone subject and not cross curricular like in a secondary school. The focus for the ICT curriculum is to develop simple programming skills and develop online safety.	
	5.2 Science - The HT advised that the school was using Prospectus as the scheme of work but modified to suit year groups. There had been significant effort to develop the schemes of work for the new Ofsted framework. H Ward (Director of STEM Kent and Medway) and K Frost (Head of Science at RMGS) had supported this initiative. The science lab was being prepared for September and a review of equipment to see how the school could maximise their resources was underway. <b>How much development work have you done on progression on each subject?</b> The HT explained that Inset days had looked at science and topics to ensure that there was no duplication. <b>The CEO asked when the curriculum statements would be produced</b> and the HT advised that Yr1&2 would be completed in Terms 5&6. In terms 1&2, the statements would be developed for Yrs 3 & 4. <b>The CEO suggested the school work with Riverside Primary as they were also developing curriculum</b>	CL

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		<p><b>statements.</b> The HT asked whether they used Prospectus for science and the CEO couldn't confirm. The Deputy Headteacher (DHT) explained they were researching how other schools were communicating the curriculum changes to parents. TPS curriculum was more detailed than most schools. They were working with H Young (Ofsted Curriculum reviewer) and researching and using best practice examples they had identified (e.g. Luton Primary - Outstanding school).</p>	
<b>6</b>	Link reports		
	<b>6.1</b>	<p>S Nathan had attended his link visit as Curriculum Governor and a report would be uploaded to Governorhub. Key highlights were:</p> <ol style="list-style-type: none"> <li>1. A significant refresh of curriculum was underway to energise reading, writing, maths, science and topic.</li> <li>2. Ofsted framework was changing, so the timing of the refresh was good. Work was ongoing in the school to ensure the curriculum was rounded, incorporated best practice and aligns to the proposed Ofsted framework.</li> <li>3. For the benefit of the new and guest governors, he explained their strategic role in monitoring the outcomes. The school leadership had operational responsibility for shaping the detail of the curriculum. Governors needed to see evidence of how the outcomes linked to the national curriculum.</li> <li>4. He also reminded governors of the school ethos: the 4 C's: Care, Courtesy, Commitment and Consideration in the Community which should also be locked into the curriculum and evidenced on a regular basis. The school should be building resilience and other pupil attributes as well as academic achievement.</li> <li>5. Governors also needed to understand the teaching strategy and how it linked into the behaviour policy e.g. how did they want to see subjects taught, what was being taught and how everything linked together.</li> <li>6. As a governor team, they needed to be sure enough was in place for September to teach consistently to the new curriculum. Governor approval of the curriculum should focus on the items just discussed. The teaching staff could then use that framework to populate with further detail. <b>The CEO asked if there would be a clear statement on the curriculum change on the website.</b> The HT confirmed there would sufficient information for parents to understand the change.</li> </ol> <p>The HT advised the Read Write Inc (RWI) had been instrumental in developing routines across the school. All staff had been trained. <b>SN had</b></p>	<b>SN</b>

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		<p>been very impressed at how engaged the children were when he had his learning walk. He observed quiet, controlled focused behaviour which in turn led to a calm and consistent learning environment.</p> <p>The CEO congratulated the school leadership and asked if there were documented measurable outcomes that could be reported to the Trust Board? The HT advised outcomes were monitored by National Foundation for Educational Research (NFER) with phonics being tested every 6 weeks. The school were meeting national targets in Yrs 1 &amp; 2. The CEO enquired whether there were any other measures of success for the RWI programme other than phonics and the DHT advised only qualitative impact on writing evidenced across the school. The HT explained that during an internal moderation exercise recently, Yr2 were more competent with the use of full stops than Yr3 which was directly attributable to the RWI programme. The CEO thanked the HT and DHT as these results were very encouraging.</p> <p>Governors asked how the school was tracking progress and that they would like to have a report that demonstrated those measures. The DHT agreed to ask the Assistant Headteacher (GF) to produce a report which showed the accelerated progress of most of the children in reading and writing and would email it to the Clerk. Governors asked if there was a way of measuring behavioural impact and the DHT explained this would be difficult in a quantifiable way. The only available data was the use of the reflection room or via learning walks. The CEO asked whether it was documented via Bluesky and the DHT said no.</p>	JA
	6.2	The SEN Link Governor (AR) had visited school earlier in the week and a report was to follow	AR
	6.3	The Trust School Improvement team had also visited, conducted a learning walk for RWI and attended a progress meeting with Yr1. There hadn't been any feedback as yet. The Chair asked about the focus of the visit and the HT replied it had been primarily fact finding to look at alternatives for Pupil Tracker.	
	7	CPD all staff	
	7.1	The HT tabled a staff training report from BlueSky at the meeting (copy to be filed with minutes). The CEO queried gaps in the impact statements which should be completed by each member of staff after training. It was noted that the impact statement related to the long term impact and should be completed after a few months to evidence what had been put into practice as a result of the training. The CEO suggested there should also be a statement on immediate impact. The HT reviewed the report and explained that it hadn't picked up all the data on the system. She would rerun the report to see why. The CEO observed that the report showed a good uptake of training by	CL

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		staff which was very encouraging. The CEO recommended the CPD report be linked to the SIP as well as the individuals CPD record. The DHT agreed to look at how this could be done so governors could see the link from the CPD to the SIP priorities. <b>Governors also requested that the missing impact statements be added too.</b> HT to update and recirculated the amended report. The DHT explained that there was some residual staff training required on Bluesky to maximise the reporting	CL/JA
	7.2	<b>Governors asked how they could assess whether there was enough continuous professional development (CPD) within the school.</b> The HT explained that this academic year CPD had focused on RWI which had been a big commitment. The report showed the additional training that had taken place. The DHT explained the report demonstrated how the CPD linked into the key priorities of the School Development Plan (SIP). <b>The chair asked to see a report of CPD linked to the SIP at the next meeting.</b>	CL
	7.3	The HT advised that they had increased the number of <b>PODs</b> which had been very beneficial. It had made a significant impact on the quality of the lessons. <b>Governors asked if all teachers benefitted from POD's</b> and the HT confirmed they did and the report was then linked to their development plans. <b>Governors asked if all teachers also benefitted from informal coaching.</b> The HT confirmed they did, but records of coaching are not recorded in BlueSky to minimise bureaucracy.	
	7.4	<b>Governors asked if there was any way to evidence the peer observations</b> and the DHT explained these were informal and best seen during a learning walk. <b>The Chair congratulated the leadership on what he saw as a real change of culture when he conducted his recent learning walk and visited classrooms. The children weren't phased by visitors, took it in their stride and were very welcoming.</b>	
8	Statement on teaching performance management		
	8.1	The HT, DHT and AHT were in the process of the mid-year reviews. Staff used Bluesky to assess themselves against primary teaching standards, review objectives against the SIP and record their evidence to support their assessments. The DHT advised staff were more familiar with the software now, so it was much improved from last year. <b>Governors asked whether Bluesky recorded the quantitative data and progress</b> and the DHT confirmed they were reviewing against national frameworks which made it focused and measurable. It was a very effective process. This year had seen a real culture shift to staff motivated to complete their reviews. <b>Governors requested to see some high level anonymised summary of the interim reviews and asked if this could be sent to the Clerk to circulate post meeting.</b> The CEO confirmed that the HT mid-year review was on a different timescale (mid March/early April) and the main review was completed by December 31.	CL/JA
9	Headteachers report (copy filed with minutes)		

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10	<p>Safeguarding: the HT tabled a report at the meeting and advised governors the school continued to manage numerous large and complex safeguarding issues which took up a lot of staff time. The school had gained a reputation of providing good pastoral care and interventions, so when they had to call on Medway Safeguarding they were very responsive. The key issue was that the criteria to meet the threshold for statutory intervention was very high and often the child in need (CHIN) was just under the threshold. <b>Governors asked if a referral was declined what was the schools response</b> and the DHT explained that the school continued to monitor the CHIN and kept flagging issues. <b>Governors questioned whether the school got the appropriate level of support from Medway</b> and the HT advised that when they needed to escalate an issue, Medway were always responsive. <b>Governors asked if there were consistently good relationships between the school and Medway.</b> The HT highlighted their concerns about the one LAC which they were vigorously fighting the placement within the school as the child should be in specialist provision. <b>The CEO asked the HT to forward details of the case as he would support their claim.</b></p> <p>The CEO confirmed he had conducted a spot check on the single central record and was happy to report there were no errors or omissions.</p>	CL/SD
11	<p>Behaviour: the HT explained that reporting was now more detailed and staff were being more positive managing low level disruptions. She drew governor's attention to the decline in incidents in Term 3. However, she cautioned that one child's repeatedly disruptive behaviour had skewed the data. <b>Governors asked if there was a way to present the data to illustrate persistent offenders.</b> The HT explained 2017/18 incidents were 25 compared to 18/19's 34. One child had 20 exclusions. <b>The CEO noted that by removing that one child, there was a significant decrease in behavioural incidents and commended the school leadership. Governors thanked the HT for the improved reporting. However, they requested a more effective way to present the data (graphically possibly like the lesson observation report) so trends like these were clearly visible. There was real progress here but it wasn't easily identifiable.</b></p>	CL
12	<p>Teaching and learning: the HT tabled the lesson observation report from Bluesky (copy to be filed with minutes) and explained these were snapshots of lessons taken from learning walks. <b>Governors were very pleased with the format of the report as it helped them to easily identify areas for development and celebration.</b> The HT explained that the grey areas indicated 'no rating' however, this was because that part of the lesson might not have been observed. K Frost (Assistant Headteacher, RMGS) had supplied some additional support and delivered training on completion of PODs. The HT highlighted one area for development which was questioning. <b>Governors asked for further</b></p>	

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		<p><b>explanation</b> and the HT clarified they were tracking the use of open and closed questions. <b>The CEO was encouraged to see the ‘secure’ rating for “pupils respond to evaluation and feedback”.</b> <b>Governors reiterated their preference for visual data reports like these</b> and the DHT advised he had been discussing ways to do this with AW (School Improvement Lead). <b>The CEO congratulated the HT and DHT on such excellent evidence of the improvement plan.</b></p> <p><b>Governors asked how the leadership moderated the observers assessments</b> and the HT explained that initially the HT, DHT and AHT conducted the PODs, then they did paired learning walks with phase leaders and calibrated the assessments. <b>The CEO asked if PODs had been done with external assessors as at the last visit Ofsted didn’t agree with the school assessment and therefore if the PODs were also externally assessed, it would be very difficult for them to challenge the assessment.</b> The HT confirmed Brompton Westbrook had completed an external Pupil Premium Grant (PPG) review and learning walk and the report had been submitted to the Trust. <b>Governors questioned the number of learning walks (29) registered</b> and the DHT explained that although the walks were conducted in pairs, only one person recorded the walk. <b>Governors suggested it was a smaller number than expected since September</b> and the DHT advised it would be challenging to complete more as Phase Leaders had only 1 hour leadership time per week to complete their monitoring which included PODs, walks, book reviews and progress meetings. Also, the HT expressed concern about increasing the number of learning walks as it could be viewed negatively by the unions.</p>	JA
	13	<p>Update on school development plan/Ofsted action plan: (this was tabled at the meeting and a copy to be filed with the minutes) the HT explained that the targets had been changed as they now had a cohort of 76 rather than 74 in Yr6. The school had been forced to take a LAC child with an Educational Health Care Plan (EHCP) who should be in specialist provision. There was also a child on a managed transfer from another school. Both would have a negative impact on the schools data and the targets had to be adjusted to reflect that. <b>The CEO asked why the PPG review information was no longer visible on the report.</b> The HT advised it was formatting issue. <b>The CEO expressed his concern and requested that the HT use and update the same report that had been submitted to Ofsted to ensure consistency and accuracy of reporting.</b> The meeting agreed that the correct updated report should be issued to the Progress meeting the following week.</p>	CL
	14	<p>Update on the school improvement plan (SIP): (tabled at the meeting and an updated copy to be emailed to the Clerk). The HT highlighted the increased number of children with EHCP’s - 33 with a further 2 pending. <b>Governors questioned the number of girls on roll (25)</b> and the</p>	CL

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	<p>HT confirmed it should read 250. <b>The CEO commended the HT on the format of the SIP, as it was explicitly clear as to what had been completed, ongoing and waiting for action. It was an excellent report.</b> He also signposted governors to the Trust's 3 year strategic plan and the operational plan (which sat below it) located on Governorhub on the Trust Resource page.</p> <p><b>The Chair asked the HT to explain the areas where further progress was still required:</b></p> <ol style="list-style-type: none"> <li>1. "Improve outcomes for targeted groups" - The HT explained that the girl's maths hadn't progressed as far as they expected in KS2 (it had in KS1) but this had been due to timing and staff availability. The non-fiction boys reading club had been resourced with books but they didn't have the staff to lead on this. The library was open at lunchtime so it was hoped this would support the initiative. The HT had revised the school resourcing plan to address these challenges.</li> <li>2. The HT advised that action plans for core subjects had been reviewed at the team planning day but weren't finalised yet. <b>The Chair asked whether there was documentary evidence from the team planning day</b> and the HT said no but the developmental work had been done on the action plans.</li> <li>3. Areas of focus were spelling and problem solving in Yrs 5 &amp; 6</li> <li>4. The behaviour policy was being monitored closely with individual behaviour plans developed which would be used as case studies and shared.</li> <li>5. The HT flagged the fact they hadn't been able to track and report the impact of SEN children attending medical appointments as yet.</li> </ol>	
<p><b>15</b></p>	<p>Progress of groups: The DHT tabled the interim milestones at the meeting (a copy to be filed with the minutes). He advised governors that the data included children who had just joined the school and were still being assessed. He advised that Maths was the weakest area (-1.73) and they were providing method maths with targeted students 4 times a week.</p> <p>He was pleased to report Yr 5 progress was really encouraging and wanted governors to recognise the huge amount of work the teaching staff were doing to achieve this.</p> <p><b>Governors asked how the progress data was collated and analysed</b> and the DHT explained it came from a variety of sources but mainly the DfE spreadsheet and data from the school improvement lead. The progress</p>	

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		<p>calculation was very complex. <b>Governors queried why there would be no assessment in Term 6 for Yr6's</b> and the HT explained that SAT's took place then and Term 6 wasn't a normal teaching cycle for that cohort.</p> <p>Attainment results were being severely impacted by one child with Term 5 data showing Maths at 72% versus a national of 76% and in Writing 71% versus national of 78%. <b>The CEO noted that although there had been concern for Yr6 Term 2 attainment in Maths, Term 3 data was showing significant improvement. It showed a realistic possibility of results being above target.</b> The DHT advised that they had significant challenges to meet these targets because of the 19 students who required tailored interventions. It would be reassessed in Term 4. However, he was pleased to report that in all other year groups, they were meeting targets for progress and attainment. <b>Governors questioned why the Yr 2 reading targets were colour coded orange</b> and the DHT advised it was because they weren't hitting national targets and Yr 2 Term 6 predictions should be orange and not green. <b>The CEO asked if KS1 results were likely to be higher than last year</b> and the DHT said attainment should be but Maths wouldn't be. This was because of children who had low starting points when they entered the school and couldn't be brought up to national standards within that short time frame. <b>The CEO asked if the leadership were happy with the reliability of the foundation stage profiles</b> and the DHT confirmed they were and it had been externally moderated.</p> <p>Progress: The DHT was pleased to report that the school had broken the national trends with boys doing better than girls in reading and the girls better than boys in Maths. The PPG data had improved on last year and progress for SEN children was similar to all children in the school</p> <p><b>The Chair asked if there was a way to reduce the manual compilation and recording of data for the report. This would not only reduce workload but improve the consistency and accuracy.</b> The DHT agreed that would be very welcome. However it was the DfE spreadsheet which created this issue. He and the school improvement lead were looking at ways to address this. <b>The Chair requested this be added to the next meeting agenda so governors didn't lose sight of the issue.</b></p>	
	16	Report on census: the HT tabled the census report at the meeting (copy to be filed with minutes) dated and signed off on 17 Jan. It provided a snapshot of children on roll on that date and there was nothing to bring to governors attention.	
	17	<b>Risk register - strategic</b>	
		The HT tabled the strategic risk register report at the meeting (a copy to be filed with minutes) which showed minimal risk. There were no questions	

JA/AW  
Clerk

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<b>18</b>	<b>AOB</b>	
	<b>18.1</b>	<p>Magic breakfast: The HT was pleased to report that the school had qualified for full funding for breakfast bagels to be distributed on the playground to parents and children. This had made a considerable impact on punctuality - 16 lates last week and 1 this week. From Monday the wraparound care would also provide cereal to those children who were eligible. <b>The CEO asked how this project was funded</b> and the HT advised it was a charitable fund based on levels of deprivation.</p>
	<b>18.2</b>	<p>Skills force: the HT explained that this programme was an investment for the school. It was a similar programme to the Duke of Edinburgh award (but run by Prince Williams's charity). Its cost was £12k per annum but it had been match funded from the sports premium grant. It focused on areas like the 4 C's and aimed to build resilience in children and would start with Yr2 in April and run for a year. <b>Governors stated they would like to see some of those elements running through the curriculum and asked that the HT ensure it's evaluated by Skills Force in a manner that measured the impact of the initiative.</b></p>
	<b>18.3</b>	<p>Parent survey: the HT tabled the results of the parent survey at the meeting (a copy to be filed with the minutes). Key highlights were that although the response rate was low (86) it was very positive. 94% stated their child was happy at the school, 94% said their child was safe at school. 87% would recommend the school <b>which was a significant improvement from previous surveys and reflected that the school's growing reputation locally.</b> The second report (tabled at the meeting and copy to be filed with minutes) was an analysis of the 3 year trend. <b>Governors were delighted to see positive outcomes across all the key performance indicators and congratulated the staff.</b></p>
	<b>18.4</b>	<p>The HT circulated to Governors the National Governors Association suggested questions for school leadership on curriculum.</p>
<b>19</b>	<b>Confidentiality</b>	
	13.1	None noted
<b>20</b>	The meeting closed at 20.10 Date of next meeting 10 July 19	

Actions

Item	Action	By/who
6.1	DHT agreed to ask the AHT (GF) to produce a report which showed the accelerated progress of most of the children in reading and writing and would email it to the Clerk	JA
6.1/2	Link governor reports to be added to Governorhub	SN/AR
7.1	HT to re-run report to include impact statements which were missing. DHT to link the CPD into the SIP priorities and include in future reports Missing impact statements to be added by staff	CL/JA
8.1	HT to forward a high level anonymised summary report of mid year reviews to Clerk for circulation with minutes	CL
10	HT to forward details of LAC case to CEO so he can support their case	CL/SD
11 & 12	School leadership to work with AW to look at ways at presenting data more effectively with easily understood visuals like the Lesson Observation Report	JA/CL

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13	Correct and updated Ofsted Action plan to be emailed to Clerk for uploading onto governorhub and to be presented for discussion at the next Progress Board meeting	CL/Clerk
14	Updated SIP report to be emailed to the Clerk to upload onto Governorhub	CL/Clerk
15	DHT and the school improvement lead to look at ways to reduce the manual compilation of progress data to improve accuracy and consistency and reduce workload for staff. Clerk to keep this item on the agenda.	JA/AW Clerk
18.2	HT to ensure evaluation by Skills Force measures the impact of the initiative.	CL